



2006-2007 Annual Report

*40 Brick Kiln Road
Chelmsford, MA 01824*

Phone: 978-970-0100

Fax: 978-970-3522

*Submitted by Walter Landberg, Executive Director
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Letter from the Chair of the IACS Board of Trustees

Dear Friends of Innovation Academy Charter School:

As the past and current chairpersons of the Board of Trustees, we are proud to present the 2006-2007 Annual Report of Innovation Academy Charter School, including Murdoch Middle School. This, our eleventh year, has been one of continued success for the school, its students, and the community. It has also been one of excitement as we begin the expansion of IACS to include the high school grades starting with our first 9th grade class this fall.

This Annual Report demonstrates the success of Murdoch School in the academic and social development of its students. But just as important, it demonstrates the strides IACS has made in establishing itself as one of the premier schools in the Merrimack Valley.

We are proud of the accomplishments of our students and teachers. Murdoch Middle School sent some 15 Science Olympians to the Massachusetts State Science Olympiad this spring. Four teams returned with two second and two third-place finishes in the event. Over thirty Murdoch students on five teams participated in this year's Massachusetts Destination Imagination. After winning the regional competition, a team of 5th and 6th graders took third place in the statewide competition in the middle school division. Another team, consisting of two Chelmsford High School students and Murdoch alumni and five current Murdoch students won the regional competition, competing against high schoolers. They also took third place in the state, winning the instant challenge portion and performing a self-written skit entirely in iambic pentameter. A Murdoch student won the Massachusetts History Day Competition with her entry titled "Lobotomies: Triumph or Tragedy in History." She also won the National Archives Award for best use of primary sources. The Murdoch Mustang's boys and girls basketball teams each had an exciting season in the Massachusetts Charter School League and in the annual Charter Cup tournament.

Our outstanding faculty and staff are committed to professional development and continuous improvement. For example, four of our teachers are participating in the Science, Technology, Engineering and Mathematics (or STEM) Pipeline for middle school teachers. In addition a Murdoch 7/8 grade science/math teacher will be working with the UMass Lowell TEAMS Academy. TEAMS (Technology, Engineering and Math/Science) Academy is a new program that allows academically accelerated high school students to participate in a series of sessions on the UM-L campus taught jointly by University and high school faculty.

Innovation Academy Charter School also continued its history of building partnerships with its larger community. Our third annual Innovation Academy/Murdoch Middle school breakfast celebration was highly successful and well-attended by a number of distinguished guests, including the town manager of Chelmsford and the City Manager of Lowell, several selectmen, and candidates for the US House of Representatives Massachusetts Fifth District. And, in a continued demonstration of our place in the community, we recently signed an agreement with the Town of Chelmsford to occupy the Old Town Hall, built in 1879 and located in Chelmsford Center Historic District. Innovation Academy's first year class will begin their high school journey in this beautifully restored landmark. How fitting.

On behalf of the Board of Trustees, we thank you for your support and interest in IACS.

Sincerely,

Kenley Freeman
Chairman, 2006-2007

John R. Schneider
Chairman, 2007-2008

Introduction to Innovation Academy Charter School

The Innovation Academy Charter School, which is currently expanding to include a high school, has served fifth through eighth grade students for the past 11 years in Chelmsford, Massachusetts. The middle school program is commonly referred to as the Murdoch Middle School in honor of the late Linn Murdoch, school founder and Chelmsford educator. The school will add one grade per year, beginning in the fall of 2007, until the school has grades 5-12.

The school holds high academic standards for all students, with a focus on challenging students to be thoughtful problem solvers, effective communicators, active community members and self-directed in their academic and social pursuits. The high school program will continue in this tradition, focusing on personalizing the curriculum to each individual student, making connections through the curriculum to the adult world and holding a high standard for every student by ensuring that all students share the same “common intellectual mission” of attending and being successful in college.¹

IACS’s curriculum, aligned with the Massachusetts Curriculum Frameworks, is project based and real world in its approach. The curriculum is designed and implemented by teachers who have a passion for the subjects they teach and is a balance of project based learning and skill development.

This annual report is an opportunity for us to describe our activities over the past year, the first year of our recently renewed charter, share our new accountability plan goals and our current success in relation to those goals. Additionally, the school leadership has embarked on a strategic planning process this past spring and current draft goals are included as an appendix to this document. We invite the community to share their thoughts on these ambitious goals, which we will look to finalize in the early 2007-2008 school year.

Mission

The mission of the Innovation Academy Charter School is to provide students with a challenging, interdisciplinary education that will prepare them for the 21st century through an emphasis on holistic learning, higher order and critical thinking skills, and practical application and integration of curriculum areas.

Educational Philosophy: Think. Connect. Apply. Innovate.

At IACS, we want our students to **think** critically and systemically, make **connections** between the various academic subject areas and to **apply** this learning to the world beyond the walls of the school. We want our students to seek to improve on what’s been done before; to become **innovators** in whatever field or endeavor they take on as adults.

¹ The concepts of personalization, adult world connection and common intellectual mission are borrowed from the High Tech High network of schools on which much of the high school’s philosophy and structures are based.

I. School Performance

a. Parent Survey Data

Parent satisfaction, as measured by our annual parent survey, continues to be very strong at IACS. 82 families responded to the survey. The following is a summary of highlights from the parent survey:

School Outcomes (self direction, problem solving, community membership and effective communication)

On all of the outcomes **94% of respondents** agreed or strongly agreed that the school was successfully developing students in line with the school's outcomes.

School Mission

94% of respondents agreed or strongly agreed that the school is fulfilling its mission.

Academics	
% of respondents that agree or strongly agree that their student is being challenged in the following subject areas	
Math	95%
English Language Arts	96%
Humanities Project	96%
Math/Science Project	96%
Spanish	91%
Creative Arts	81%
Health	94%
Challenge	83%

School Climate

Student Behavior – **92%** of respondents agreed or strongly agreed that student behavior was consistently, fairly and appropriately managed in the school.

Teacher/Staff availability – **100%** of respondents agreed or strongly agreed that teachers and staff are available and willing to meet/speak with them regarding their child.

Physically and Emotionally Safe School – **99%** of respondents agreed or strongly agreed that IACS is a physically and emotionally safe school.

Recommend Murdoch to others – **97%** of respondents would recommend Murdoch to others.

b. IACS Accountability Plan

The IACS Accountability Plan is divided into three sections: Academic Program, The Charter and Organizational Viability. Each section focuses on a separate set of goals and each set of goals.

1. Students at IACS will become proficient in and demonstrate continuous improvement of their math skills.
2. Students at IACS will become proficient in and demonstrate continuous improvement of their reading skills.
3. Students at IACS will become clear and effective writers of the English language.
4. Students at IACS will demonstrate mastery of critical knowledge and skills in the area of science.
5. Students at IACS will demonstrate mastery of critical knowledge and skills in the area of history.
6. Students at IACS will demonstrate a mastery of conversational Spanish and the ability to enter into an Intermediate college level Spanish class upon graduation.
7. 95% of students at IACS will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associates degree program or other post-secondary preparatory education.
8. 25% (the highest percentage allowed from a district) of students will achieve at a level on the MCAS tests that makes them eligible for the Adams scholarship to the state college/university school systems.

The Charter

9. Students at IACS will utilize systems thinking concepts and tools in hands-on projects.
10. Students at IACS will learn to effectively utilize appropriate technology to enhance their learning.
11. Students at IACS will demonstrate the ability to present their work to internal and external audiences.
12. Students at IACS will learn the importance of a healthy lifestyle.
13. Students at IACS will demonstrate an understanding of the school's habits of mind.

Organizational Viability

14. IACS will maintain a high rate of parent satisfaction.
15. IACS will maintain an enrollment that meets or exceeds budget projections.
16. IACS will receive a positive financial audit report each year.
17. IACS will budget for and maintain a surplus of 5% each year and the end of year financial statements will reflect this.
18. IACS's board of trustees will maintain a strategic plan that ensures an organizational focus on the long-term goals of the school.
19. IACS's board of trustees in collaboration with the Executive Director will set a fundraising goal for the school and meet that goal prior to the end of each fiscal year.

c. Accountability Plan Results 2006 -2007

Section 1: Academic Program

Goal 1: Students at IACS will become proficient in and demonstrate continuous improvement of their math skills.

<i>Murdoch Measures of Success</i>	<i>Status</i>	<i>Explanation</i>
<i>Measure 1:</i> 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	On the 2006 MCAS tests, 56% of 7 th graders who have been at MMS for three years scored at the Proficient or Advanced level. 78% of 7 th graders who have been at MMS for three years passed the test.	The 2006 data will be used as baseline data, and we will strive to move towards our goals of 90% and 100% at the rate of 5-10% improvement per year.

Goal 2: Students at IACS will become proficient in and demonstrate continuous improvement of their reading skills.

<i>Murdoch Measure of Success</i>	<i>Status</i>	<i>Explanation</i>
<i>Measure 1:</i> 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass the test.	On the 2006 MCAS tests, 80% of 7 th graders who have been at MMS for three years scored at the Proficient or Advanced level. 96% of 7 th graders who have been at MMS for three years passed the test.	The 2006 data will be used as baseline data, and we will strive to move towards our goals of 90% and 100% at the rate of 5-10% improvement per year.
<i>Measure 2:</i> 100% of students will show improvement on value-added tests given year to year.		

Goal 3: Students at IACS will become clear and effective writers of the English language.

Murdoch Measure of Success	Status	Explanation
90% of 7 th and 10 th grade students who are at least in their third year at the school will perform at the Proficient or Advanced level on MCAS writing prompts. 100% of students will pass the test (score needs improvement or better).	*See goal 2 for overall score information. See table below for results broken out by scores on the writing prompt section of the test.	We will strive to increase the percentage of students scoring and 8/8 on Conventions and Mechanics and to increase the percentage of students scoring 8 or higher on Topic/Idea Development by 5-10% each year.

2006 7th Grade ELA Composition Scores*	
<i>Conventions and Mechanics</i>	
% of students scoring 8/8 or higher	36%
% of students scoring 6/8 or higher	96%
<i>Topic/Idea Development</i>	
% of students scoring 8/12 or higher	46%
% of students scoring 6/12 or higher	98%

* students enrolled at Murdoch for three years.

Goal 4: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of science.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass (score needs improvement or better) the test.	On the 2006 MCAS tests, 56% of 8 th graders who have been at MMS for three years or more scored at the Proficient or Advanced level. 88% of 7 th graders who has been at MMS for three years passed the test.	The 2006 data will be used as baseline data, and we will strive to move towards our goals of 90% and 100% at the rate of 5-10% improvement per year.

Goal 5: Students at IACS will demonstrate mastery of critical knowledge and skills in the area of history.

Murdoch Measure of Success	Status	Explanation
Measure 1: 90% of students in their third year at the school will perform at the Proficient or Advanced level on MCAS tests. 100% of students will pass (score needs improvement or better) the test.		At this time, students do not take a history exam. Students are scheduled to take the history MCAS during their 3 rd year of high school.

Goal 6: Students at IACS will demonstrate a mastery of conversational Spanish and the ability to enter into an Intermediate college level Spanish class upon graduation.

Goal to be implemented beginning in 11th grade when students will take a college recognized placement test which is to be determined. Currently, students take Spanish in grades 5-8, four days a week, approximately 55 minutes a day. 9th graders will be required to take at least three years of Spanish at the high school.

Goal 7: 95% of students at IACS will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associates degree program or other post-secondary preparatory education.

Goal is to be measured once we have our first graduating class.

Goal 8: The highest percentage of students allowed from a district will achieve eligibility for the Adams scholarship to the state college/university school systems.

Goal is to be measured once we have our first graduating class.

Section 2: The Charter

Goal 9: Students at IACS will utilize systems thinking concepts and tools in hands-on projects.

During the 2006-2007 school year, systems thinking concepts were incorporated in many projects and skills classes. Some examples include, behavior over time graphs in literature classes that showed how a character's emotions changed over the course of a novel. In math classes, students used stock and flow diagrams and connection circles to model phenomena from the extinction at Easter Island to the spread of the Avian Flu. Connection circles were also used in

science projects to chart all of the inputs and outputs associated with global warming. In some cases used Stella software to create their graphs and diagrams.

Goal 10: Students at IACS will learn to effectively utilize appropriate technology to enhance their learning.

Murdoch Measure of Success	Status	Explanation
Measure 1: 100% of students will integrate appropriate technology during their yearly presentation of learning		In the 6 th and 8 th grade jury presentations that took place between April 13 th and June 9 th , 100% of students presented projects that used technology in some way. Uses of technology included: word-processing, digital photography and video, PowerPoint, Excel, Stella modeling, and Photoshop.
Murdoch Measure of Success	Status	Explanation
Measure 2: 100% of students will maintain an up to date digital portfolio which will include a resume, work samples and reflections on learning.		<i>High school students will develop digital portfolios this fall.</i>

Goal 11: Students at IACS will demonstrate the ability to present their work to internal and external audiences.

In all classes, students are asked to make presentations of their work to their teachers and their peers. These presentations are important as they prepare students to present their work to external audiences.

During the 2006-2007 school year, middle school students at all grade levels presented their work at three Quality Nights. One these nights, students developed a presentation on one piece of quality work from the school year and shared it with three adults other than their immediate family and current teachers. Additionally, students in 6th and 8th grade presented their completed portfolios to a jury panel as a part of their promotion requirements. Both Quality Nights and Jury Days are opportunity for students to present their work to external audiences. During the 2006-2007 school year, all 6th and 8th graders successfully completed their Jury Presentations.

Goal 12: Students at IACS will learn the importance of a healthy lifestyle.

Students all take Challenge two days a week, and they also take a health class for two quarters each school years. The focus of the Challenge program is to develop teamwork and problem solving skills as well as to develop an appreciation for sports activities. Students participate in a number of team and individual sports through the Challenge Program. During the 2006-2007 school year, these included: soccer, volleyball, softball, climbing, building challenges, and wave boarding.

The health program is taught by the school nurse and is based upon the MA Health Frameworks. Students study about health and wellness issues including bullying, nutrition, sexual education, and drug and alcohol prevention.

Goal 13: Students at IACS will demonstrate an understanding of the school's habits of mind and outcomes.

Self Direction - Effective Communication - Problem Solving - Community Membership

These four outcomes form the basis of the cross-curricular development of students at Murdoch. In all classes and throughout their years here, students are both instructed and assessed on their mastery of these four outcomes. It is our belief that these outcomes represent the fundamental ingredients of successful citizens.

In recent 8th grade jury portfolios, students were required to make a case for promotion based upon their mastery of curricular content and of the outcomes. Students were required to write a letter to make a case for their promotion. 84% of 8th graders were able to demonstrate their mastery of the outcomes at the proficient level or higher as measured by the jury presentation rubric.

In order to continue to raise this number in future years, staff will continue to use outcome-based language with students whenever it is applicable, and we will continue to recognize students who demonstrate particularly effective application of the outcomes with our Spirit Award program.

Section 3: The Organization

Goal 14: IACS will maintain a high rate of parent satisfaction.

As the data mentioned above on page ___ demonstrates, overall IACS families are very satisfied with the school's academic program and school culture. Of particular note is that 100% of our families believe that staff are readily available to assist them or provide support to their students.

Goal 15: IACS will maintain an enrollment that meets or exceeds budget projections.

The FY 07 budget called for 294 students and the school was enrolled at 298, based on Average Daily Membership, exceeding budget projections.

Goal 16: IACS will receive a positive financial audit report each year.

A final audit will be submitted to the Department of Education when it is available.

Goal 17: IACS will budget for and maintain a surplus each year and the end of year financial statements will reflect this.

The school projects a surplus for the 2006-2007 school year.

Goal 18: IACS’s board of trustees will maintain a strategic plan that ensures an organizational focus on the long-term goals of the school.

A draft of the current strategic plan is attached to this annual report as an appendix.

Goal 19: IACS’s board of trustees in collaboration with the Executive Director will set a fundraising goal for the school and meet that goal prior to the end of each fiscal year.

The IACS Board of Trustees Development Committee will meet in the fall and set fundraising goals for the coming year.

d. MCAS data

The following chart represents a comparison of the MCAS test scores at IACS as compared to the state on the Spring 2006 tests.

Source: <http://profiles.doe.mass.edu/home.asp?mode=so&so=1984-13&ot=12&o=1983&view=tst>

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing	
	School	State	School	State	School	State	School	State
<u>GRADE 05 - ENGLISH LANGUAGE ARTS</u>	6	15	51	44	37	31	7	9
<u>GRADE 05 - MATHEMATICS</u>	14	17	32	26	38	34	15	23
<u>GRADE 05 - SCIENCE AND TECHNOLOGY</u>	11	17	34	33	44	39	11	11
<u>GRADE 06 - ENGLISH LANGUAGE ARTS</u>	6	10	71	54	21	28	3	8
<u>GRADE 06 - MATHEMATICS</u>	16	17	34	29	33	29	17	25
<u>GRADE 07 - ENGLISH LANGUAGE ARTS</u>	9	10	54	55	30	26	7	9
<u>GRADE 07 - MATHEMATICS</u>	11	12	32	28	28	33	28	28
<u>GRADE 08 - ENGLISH LANGUAGE ARTS</u>	12	12	74	62	12	19	2	7
<u>GRADE 08 - MATHEMATICS</u>	25	12	23	28	25	31	27	29
<u>GRADE 08 - SCIENCE AND TECHNOLOGY</u>	6	4	39	28	43	43	12	25

2001 – 2006 MCAS Scores on Accountability Plan Goals

MCAS Math

Measure 1: 70% of 8th grade students who have been at MMCPS since Grade 5 will perform at the Proficient level or better on the MCAS Grade 8 Math test. 90% of all 8th graders will perform at or above Needs Improvement.

Grade 8 Math MCAS		
	% Proficient	% at or above NI
MCAS 01	38%	78%
MCAS 02	43%	62%
MCAS 03	49%	69%
MCAS 04	50%	66%
MCAS 05	61%	85%
MCAS 06*	48%	73%

Analysis

While it is not the exact same group of students, there is a minor improvement over this class's Grade 6 scores from 2004. This was a very "bi-modal" group. 25% in advanced, for example, was very high. Interestingly enough, this group of 8th graders still outperformed the composite of their sending districts, as outlined below (see Grade 6 Math MCAS, 04). The school is looking at ways that it can better individualize instruction for students performing in both the top 25% and the bottom 25%.

Measure 2: 70% of 6th grade students who have been at MMCPS since Grade 5 will perform at the Proficient level or better on the MCAS Grade 6 math test. 90% of all 6th graders will perform at or above the Needs Improvement level.

Grade 6 Math MCAS		
	% Proficient +	% NI +
MCAS 01	23%	66%
MCAS 02	44%	60%
MCAS 03	40%	78%
MCAS 04	42%	70%
MCAS 05	33%	68%
MCAS 06*	48%	84%

Analysis

Sixth graders performed significantly better on the 2006 MCAS Math test. This could be contributed to the small groups that we developed to support students in math that year, similar to what we did in math the year prior. It also could be contributed to changes in the curriculum that took hold last year.

MCAS ELA

Measure 1: 75% of 7th grade students who have been at MMCPS since Grade 5 will perform at the Proficient level or better on the Grade 7 ELA MCAS test. 95% of all 7th grade students will perform at or above Needs Improvement.

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Grade 7 ELA MCAS		
	% Proficient +	% at or above NI
MCAS 01	44%	75%
MCAS 02	67%	99%
MCAS 03	79%	100%
MCAS 04	68%	94%
MCAS 05	85%	100%
MCAS 06*	61%	90%

Analysis

We see a small dip in 2006 in the number of students in the Advanced/Proficient category, but we continue to maintain a 90% or better NI or better rate. The school is looking at ways to move all students into the Proficient/Advanced range.

* This includes all students from the class in that year.

2006 MCAS -- Weighted Averages (from Massachusetts Charter School Association)

Each year the Massachusetts Charter School Association compiles the data from all of the charter schools and draws up weighted comparisons to the sending public schools. The following tables represent the performance of IACS students to the students from their sending districts.

English Language Arts MCAS 2006				
	G.5	G.6	G.7	G.8
MMS	-3 % in Proficient or Advanced	+11 % in Proficient or Advanced	-4 % in Proficient or Advanced	+ 10% in Proficient or Advanced

Grades six and eight had a significantly higher percentage of students in the P/A categories than sending districts. Grades five and seven did not.

Mathematics MCAS 2006				
	G.5	G.6	G.7	G.8
MMS	+8 in Proficient or Advanced	+2 % in Proficient or Advanced	+2 % in Proficient or Advanced	+6 % in Proficient or Advanced

All four grades outperformed in percentage of students in the P/A categories in comparison to a weighted average of the sending districts. Looking at the 2005 6th grade results (not shown here) for the class of 2007 (this year's 8th graders) and compare them to the 2006 results you'd see a 14 % increase from -12% to +2%.

Science MCAS 2006		
	G.5	G.8
MMS	- 4 in Proficient or Advanced	+8 % in Proficient or Advanced

On the Science MCAS 2006, grade 8 students performed significantly better.

e. Adequate Yearly Progress Statistics

IACS has met AYP goals in each of the past seven years.

Innovation Academy Charter School:

2006 AYP Data from <http://profiles.doe.mass.edu/ayp2006/school.aspx?orgcode=435000>

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	Yes	

f. Summary of Internal Assessment Practices

MPSP and other Internal assessment at IACS includes both classroom level assessment such as quizzes, tests, and rubrics assignments as well as a benchmark assessment program through a partnership with the Massachusetts Public School Performance Project (MPSP).

Classroom level assessments were administered regularly and parents were notified of student performance through quarterly progress reports. On these reports, students are assessed on both the current content as well as the IACS outcomes for each class.

Our MPSP program provides teachers with real-time data one students’ performance in reading and math every 5-6 weeks throughout the school year. Teachers are then able to use this data to evaluate their curriculum and to tweak their plans to ensure that students are on track to find success with the current year’s content and ultimately on the MCAS assessments. Teachers also use MPSP data to identify students who are struggling with math or reading and to identify appropriate interventions for these students.

g. Dissemination Practices

Summary of IACS Dissemination Practices for 2006-2007
IACS hosted “Murdoch Mornings,” for the third year in a row. Through these monthly information session/coffee hours, the school educates community members, parents and educators on the school’s practices.

IACS continued its relationship with the New Teacher Collaborative hosting two collaborating teachers.

IACS hosted a fundraising breakfast for over 150 community members.

IACS staff members presented at the Massachusetts Charter School Association's yearly convention.

II. Student Information

a. Total Number of Student Applications

Number of New Applicants for 2006-07 by Grade and Residence

These numbers include all applications received for the 2006-2007 school year from the first lottery held in March of 2006 through to the lottery held for the coming school year in March 2007.

	G5	G6	G7	G8	Total #
Chelmsford	39	4	5	5	54
Billerica	30	14	5	12	61
Lowell	26	6	9	5	46
Littleton	5	2	0	0	7
Dracut	1	0	5	1	7
Tewksbury	7	1	5	3	16
Westford	1	0	0	1	2
Stow	1	0	0	1	2
Groton	0	0	1	1	2
Maynard	1	0	0	0	1
Tyngsboro	2	1	0	0	3
Belmont	1	0	0	0	1
Lunenburg	1	0	0	0	1
Pepperel	1	0	1	0	2
Totals	116	28	31	29	204

b. Number of Students on the Waiting List

At the time of the lottery for the 2006-2007 school year there were 64 students on the waiting list. Currently, there are 179 students on the waiting list for the 2007-2008 school year.

c. Student Turnover data

16 students withdrew during the school year.

Reason	# of students
Return to town system	11
Moved (out of state)	4
Moved (in state)	1

33 Students finished the year but will not return next year (includes 9th graders).

Reason	# of students
Transfer to another charter school with similar philosophy and high school option.	1
Return to town system	22
Transfer to parochial private school	4
Unknown	5
Out of State	1

d. Number of Students Enrolled

The Average Daily Membership (ADM) was 298 students.

e. Student Demographics by Gender

Grade	Total
Female	132
Male	166

f. Student Demographics by Race

Enrollment by Race/Ethnicity (2006-07)	
Race	% of School
African American	1.0
Asian	1.7
Hispanic	2.7
Native American	0.7
White	91.6
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	2.3

g. Low Income

7.4 % of students were categorized as low income during the 2006-2007 school year.

h. Limited English Proficient

There were zero students classified as LEP.

i. Number and Percentage of Linguistic Minorities

There were zero students classified as linguistic minorities.

j. Number and Percentage of Special Education Students

21% of students had IEPs during the 2006-2007 school year.

k. Number of Students Referred to Office, Out of School Suspensions, or Expulsions.

	2004-2005	2005-2006	2006-2007
Total # of Office Referrals	291	216	304
Total # of Suspensions	66	44	75
Total # of Expulsions	0	0	0
Total # of students who received any suspensions	38	30	37
Total # of students who received only one suspension	26	23	22
Total # of students who received two or more suspensions	12	7	15

l. Number of Instructional Days

During the 2006-2007 school year, there were 180 days from Wednesday, Sept 6, 2006 to Monday June 18, 2007. School hours are from 7:30 AM to 2:50 PM.

III. Finance

a. Financial Statements FY 07 (unaudited)

**FINANCIAL
STATEMENTS
STATEMENT OF RECEIPTS AND EXPENDITURES
FISCAL YEAR ENDING JUNE 30, 2007**

RECEIPTS

PER PUPIL TUITION	\$2,697,109
STATE AND FEDERAL GRANTS	\$98,625
OTHER GRANTS	\$17,840
DONATIONS & FUNDRAISING	\$25,224
OTHER INCOME	<u>\$51,344</u>
TOTAL REVENUE	\$2,890,142

EXPENDITURES

SALARIES	\$1,616,104
BENEFITS & PAYROLL TAXES	\$272,402
OCCUPANCY COSTS	\$333,555
PROFESSIONAL SERVICES	\$143,230
DEPRECIATION	\$85,469
INSURANCE	\$13,902
PROGRAM EXPENSES	\$36,775
INTEREST EXPENSE	\$29,754
GRANT EXPENDITURES	\$99,992
OTHER EXPENSES	<u>\$118,920</u>

TOTAL EXPENDITURES	\$2,750,103
EXCESS OR REVENUE OVER EXPENDITURES	\$140,039

b. Balance Sheet (unaudited)

BALANCE SHEET

June 30, 2007

ASSETS

Current Assets

Cash	\$596,466
Grants Receivables	\$16,554
Prepaid Insurance	\$25,246
Other Assets	<u>\$245</u>
Total Current Assets	<u>\$638,511</u>

Plant & Equipment

Leasehold Improvements	\$841,984
Equipment and Furniture	\$327,755
Less Accumulated Depreciation	<u>(\$291,663)</u>
Total Plant & Equipment	<u>\$878,076</u>

Total Assets \$1,516,587

LIABILITITES

Current Liabilities

Accounts Payables	\$87,355
Salaries Payable	\$90,980
Unearned Revenue	\$64,385
Other Payables	\$6,024
Note Payable - Current Portion	<u>\$23,340</u>
Total Current Liabilities	<u>\$272,084</u>

Other Liabilities

Note Payable - Less Current Portion	<u>\$264,420</u>
Total Liabilities	\$536,504
Total Net Assets	<u>\$980,083</u>
Total Liabilities and Net Assets	\$1,516,587

c. Approved School Budget FY 08

**MURDOCH MIDDLE SCHOOL
2008 BUDGET**

REVENUE

State Tuition \$ 3,062,400

OTHER RECEIPTS

DONATIONS & GRANTS \$112,500

SUMMER PROGRAM \$3,000

AFTER SCHOOL PROGRAM \$15,000

TOTAL REVENUE \$3,192,900

EXPENSES

PERSONNEL COSTS

SALARIES \$2,007,000

TOTAL STAFF SALARIES \$2,007,000

BENEFITS

SOCIAL SECURITY TAX (6.2%) \$24,000

MEDICARE TAX (1.45%) \$27,000

OTHER PAYROLL TAXES \$25,000

PAYROLL TAXES

INSURANCES \$249,000

TOTAL BENEFITS \$325,000

TOTAL PERSONNEL COSTS \$332,000

FACILITIES

RENT - BRICK KILN ROAD \$263,000

RENT - HIGH SCHOOL \$50,000

BUILDING - FLOOR & ROOF -

BUILDING INSURANCE \$12,000

DEPRECIATION - LEASEHOLD \$27,000

MAINTENANCE

SNOW PLOWING	\$7,000
OUTSIDE MAINTENANCE	\$12,000
H.S. OUTSIDE MAINT. IN RENT	-
INSIDE MAINTENANCE	\$18,000
SUPPLIES	\$8,000

BUILDING UTILITIES & SERVICES

HEATING - GAS	\$15,000
WATER	\$1,800
ELECTRICITY	\$22,000
UTILITIES - HS	\$21,000
RENOVATIONS - HS	\$10,000
STORAGE RENTAL	\$1,500
FIRE ALARM	\$3,000
SECURITY SYSTEM	\$3,000
MISCELLANEOUS	<u>\$4,800</u>
TOTAL FACILITIES COSTS	<u>\$479,100</u>

OTHER EXPENSES

MATERIAL & SUPPLIES

CURRICULAR MATERIAL	\$12,000
ACTIVITIES SUPPLIES	\$15,000
TEACHING SUPPLIES & FEES	\$11,000
OFFICE SUPPLIES	\$7,000
DEPRECIATION - COMPUTERS	\$54,000
DEPRECIATION - OTHER ASSETS	<u>\$18,000</u>
TOTAL MATERIAL & SUPPLIES	<u>\$117,000</u>

2008

OPERATING COSTS

ANNUAL DOE REPORT	\$1,000
ADVERTISING PERSONNEL	\$6,000
AUDIT & ACCOUNTING	\$12,000
BOARD EXPENSES	\$1,800
CHARTER RENEWAL	-
BANK CHARGES	\$500
COPIER LEASE	\$18,000
DUES	\$5,000
FOOD SERVICES - NET	\$3,000
INSURANCE	\$9,000
<u>INTEREST</u>	
NOTE \$350 K	\$25,000
LINE OF CREDIT	\$4,000
OTHER INTEREST	\$300
LEGAL	\$2,000
MARKETING / DEVELOPMENT	\$7,000
MURDOCH MORNINGS & ASK EVENT	\$2,000
PAYROLL SERVICES	\$5,000
POSTAGE	\$5,000
<u>SPECIAL EDUCATION</u>	
PROF SERVICES	\$50,000
LEGAL SERVICES	\$3,000
STANDARD TEST COSTS	\$4,000
STAFF TRAINING	\$6,000
TECH & SOFTWARE SUPPORT	\$18,000

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TECH CONSULTING	-	
TELEPHONE	\$9,000	
TRAVEL & LODGING	\$2,000	
AFTER SCHOOL PROGRAM	-	
BASKETBALL EXPENSE		-
YEARBOOK & OTHER	\$2,000	
HIGH SCHOOL PLANNING	-	
MISCELLANEOUS	<u>\$7,200</u>	
TOTAL OPERATING COSTS	<u>\$207,800</u>	
TOTAL EXPENSES EXCLUDING		
CAPITAL EXPENDITURES	\$3,135,900	
NET SURPLUS (DEFICITS)		
FROM OPERATIONS	\$57,000	

IV. Governance

a. Board of Trustees

2006-2007 School Year, Board of Trustees (As of June 2007)		
Officials	Governance Expertise	Occupation
Chairperson John Schneider	Experience as chairperson of non-profit	Non-profit Senior Executive
Co-Chair Ellen DiPasquale	Human Resources	Human Resources
Clerk Sheryl Jendrock	Liaison to Chelmsford community	Respiratory Therapist
Treasurer Tim Bugler	Financial	Loan Specialist
Members	Governance Expertise	Occupation
Kenley Freeman	Management, liaison to local politicians and community	Health Administrator
Colleen Meaney	K-12 school expert	Dean of Faculty Public High School
Trang Nguyen	Legal	Attorney

b. Summary of Official Complaints

The board received no complaints during the 2006-2007 school year.

c. Summary of Policy Decisions 2006-2007

The board made no major policy decisions during the 2006-2007 school year.

V. Staff

a. Summary of Classroom Teacher Qualifications

Teachers (includes NTC and p/t)	24
Aides (p/t)	5
Average Years of Teaching Experience	5 years
Average Years of Service at the School	3.5 years
Percentage Designated as Highly Qualified	77%

b. School Leaders

Erin Attfield, Dean of Students

Principal Licensed, M.Ed. Administration, 9 years as an educator, 5 at IACS

Kathleen Jost, Dean of Faculty

Principal Licensed, M.Ed. Curriculum and Instruction, 10 years educator, 3 at IACS

Walter Landberg, Executive Director

Principal Licensed, Ed.M Administration, 11 years as an educator, 7 at IACS

IACS does not anticipate any turnover in school leadership for the coming year.

c. Teacher Turnover

1 teacher left since the beginning of the 2006-2007 school year.

Of 24 teachers, all but three teachers will return for a 88% teacher retention rate. One teacher is seeking a teaching position in Washington D.C. to be closer to family, another teacher has accepted an offer to work as an administrator in China at an international school and another teacher has enrolled in a graduate education program.

d. Student to classroom teacher ratio

The student to classroom teacher ratio is 13:1.

APPENDICES

Appendix – Draft Strategic Plan Document

Goal#1: Academic Program

Explore ways to refine key areas of the current curricular program at the school and make recommendations to improve on and add to the program.

<u>Component</u>	<u>Responsible</u>	<u>Time</u>	<u>Status</u>	<u>Comments</u>
1.1 Develop a committee to review math program and determine strengths and areas in need of improvement with an eye toward how we can better challenge students in math. Committee will make recommendations to the Executive Director and Board of Trustees.	Faculty, Board	2 years		
1.2 Develop a committee to explore possibility of expanding the arts programming beyond fine arts. Committee will take the time to review other successful and comprehensive school arts programs, research and understand budget implications and develop a comprehensive report for the Executive Director and Board.	Faculty, Board	1-3 years		
1.3 Determine additional ways for students to be involved with extra curricular activities. For example, expand on current student government program.	Faculty	1-3 years		

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|-----|--|---------|-----------|
| 1.4 | Increase the number of opportunities for students to touch on additional areas or add electives that are meaningful to students during the regular school day. | Faculty | 1-3 years |
|-----|--|---------|-----------|

Goal#2: Widespread Community Connection

In an increasingly diverse and global community, IACS needs to make sure that it is serving a diverse group of students to fulfill the founders' mission of preparing students for the 21st century. Furthermore, IACS has a responsibility to share its best practices with as many schools as possible, furthering the impact of the work done at the school.

<u>Component</u>	<u>Responsible</u>	<u>Time</u>	<u>Status</u>	<u>Comments</u>
2.1	Develop a committee to address the need for a diverse student body to mirror an increasingly diverse "real world." This committee should explore issues of transportation, enrollment processes and the concept of regionalization and any other relevant topics and develop a report, with recommendations, for the board of trustees to consider.	Faculty, Board, Community	1-3 years	
2.2	Review and establish strategies to recruit, retain and hire faculty and staff from diverse backgrounds.	Faculty, Board, Community	1-3 years	
2.3	Develop an organization dedicated to sharing IACS best practices with other schools.	Faculty, Board	1-3 years	

Goal#3: Physical Plant – Short Term (next 2-4 years)

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Occupy a facility that will provide a rich learning environment, meet the needs of individual learners, meet space requirements of expanding program, fosters interaction between members of the school community, and is a model of environmental sustainability.

<u>Component</u>	<u>Responsible</u>	<u>Time</u>	<u>Status</u>	<u>Comments</u>
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Goal#4: Physical Plant – Long Term (5 years and beyond)

Occupy/ own a facility (by year 5) that will provide a rich learning environment, meet the needs of individual learners, meet space requirements of expanding program, fosters interaction between members of the school community, and is a model of environmental sustainability.

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|-----|--|--------------------|-----------|
| 4.1 | Research trends in “green” school buildings, review cost-benefit analysis of “big ideas,” travel to completed “green” school projects, review budgets verses actual project costs in order to make recommendations to the board. | Building Committee | 1-2 years |
| 4.2 | Perform/ document a quantitative analysis of the necessary long-term building space with data such as classroom name, number of windows, area of classroom for all spaces – teaching, office, teacher space. . . | Building Committee | 2-3 years |
| 4.3 | Develop a draft of a master plan for entire site that addresses the priorities determined in the quantitative analysis (revised annually) | Building Committee | 2-3 years |

Goal#5: Financial Plan

Refine the financial plan to assure the school’s ability to face the challenges of providing and education that will prepares students to be leaders and innovators in the next decade.

<u>Component</u>	<u>Responsible</u>	<u>Time</u>	<u>Status</u>	<u>Comments</u>
5.1	Re-create the board development committee with expertise in large scale fundraising and the building of endowments.	Board	6 months	

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|-----|---|---|----------------|
| 5.2 | Research, develop and implement a plan for a capital campaign to raise money for a permanent home for the high school. | Board Development Committee with ED and Development Director. | Next 1-4 years |
| 5.3 | Research, develop and implement a plan for an endowment. | Board Development Committee with ED and development Director | 3-5 years |
| 5.4 | Set clear goals and develop strategies for yearly fundraising from community to ensure all stakeholders are included (board members, families, staff, alums, community partners) in raising money for the school. | Board Development Committee with ED and development Director | 1-2 years |

