



2008-2009  
Annual Report

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## Table of Contents

<b>I.</b>	<b>Introductory Description of School</b>	<b>Page 3</b>
<b>II.</b>	<b>Letter from the Chair of the Board of Trustees</b>	<b>Page 4</b>
<b>III.</b>	<b>School Mission Statement</b>	<b>Page 5</b>
<b>IV.</b>	<b>Performance and Plans – Faithfulness to the Charter</b>	<b>Page 6</b>
	a. Accountability Plan	
	b. Common School Performance Criteria	
<b>V.</b>	<b>Performance and Plans – Academic Program</b>	<b>Page 15</b>
	a. Accountability Plan	
	b. Common School Performance Criteria	
<b>VI.</b>	<b>Performance and Plans – Organizational Viability</b>	<b>Page 20</b>
	a. Accountability Plan	
	b. Common School Performance Criteria	
<b>VII.</b>	<b>Dissemination</b>	<b>Page 22</b>
<b>VIII.</b>	<b>Financial Reports</b>	<b>Page 23</b>
	a. Unaudited FY 09 Financial Statement	
	b. FY 09 Statement of Net Assets	
	c. FY 2010 Approved Budget	
<b>IX.</b>	<b>Data Section</b>	<b>Page 27</b>
	a. Instructional Time	
	b. Student Enrollment Information	
	c. Student Demographic and Subgroup Information	
	d. Administrative Roster for the 2008-09 School Year	
	e. 2009-2010 Organizational Chart	
	f. Teachers and Staff Attrition for 2008-2009 School Year	
	g. Board Members for 2008-2009 School Year	

## I. **Introductory Description of the School**

### Location

The Innovation Academy Charter School (IACS) is located in Tyngsborough, Massachusetts at a picturesque facility originally built by the Marist Brothers in the 1920's, who ran a school at the site for many years until it was purchased and renovated by An Wang in the late 1970's for the purpose of running the Wang Institute. In 1987, Boston University acquired the property and added a 50,000 square foot wing, a cafeteria and completed major renovations to the building. In June of 2008, Innovation Academy acquired the building from Boston University with support from Mass Development and Century Bank of Somerville, MA. In addition to the +/- 80,000 square foot classroom building, the campus includes a basic practice gymnasium that was renovated by the school's maintenance team in the fall and over 200 acres of woodlands. The IACS board of trustees has established a committee to develop a "master plan" for the property.

### Population

During the 2008-2009 school year, Innovation Academy Charter School (IACS) served approximately 400 students in fifth through 10th grade, from 14 different school districts, including the following school districts in its region: Chelmsford, Lowell, Dracut, Billerica, Tyngsboro, Littleton, Groton-Dunstable, Westford and Tewksbury. There were about 300 students enrolled in the middle school and 100 enrolled at the high school. IACS continues its approved expansion and will add the eleventh grade next year for a total of 150 students at the high school. At the middle school level, the school will add 100 students, spread across the four grades. In total, IACS plans to enroll 550 students for the 2009-2010 school year. When the school is fully enrolled, during the 2010-2011 school year, there will be 600 students in grades 5-12.

### Accountability Plan

IACS is in the process of revising the accountability plan on which the school bases its annual report. The following report represents the school's performance on both the goals and measures of the current accountability plan.

## II. Letter from the Chairman of the Board of Trustees

Dear Friends of Innovation Academy Public Charter School:

For the past two academic years I have served as the chairman of the Board of Trustees. It has been an honor serving the school in this capacity, especially during a time of significant growth and change at Innovation Academy. It has been quite a year and, on behalf of the Board of Trustees, I am proud to present our 2008-2009 Annual Report. The report provides a complete overview of the school's performance, finances, and governance for the FY09 fiscal year. We have much to be proud of and many accomplishments to report. But, as always, we have much work to do to ensure that Innovation Academy provides all our students with, as we state in our mission statement, "a challenging, interdisciplinary education that will prepare them for the 21<sup>st</sup> century."

The one memory from this year that really stands out for me was our ribbon-cutting ceremony in October 2008. Who will forget that day! We were blessed with one of those amazing New England fall days—clear blue skies, comfortable temperatures, surrounded by peak foliage—that remind us why we live in New England. Our new school looked grand and the excitement among students, faculty, staff, and parents was energizing. IACS finally had a home for *all our students, in all our grades—5 through 10* (with more to come).

And what a home we have! Our campus is brimming with so many different examples of the kind of student learning that we value at IACS. Thoughtful, creative, complex, and yes, even crazy at times, exhibitions of student work are on display, every day, morning, noon, and night in the classrooms, hallways, auditorium, and the grounds of the IACS campus. It is impressive work and it shows that students and teachers working together can do great things—and helps explain why we have the largest waiting list in the school's history right now.

The end of this academic year marks the end of my two years as chairman. I want to thank my colleagues on the Board for electing me to serve as the chair and for putting up with the often long and frequent meetings to get things done. I want to thank Walter Landberg for supporting me and the Board during this tremendous period of growth and change. I want to thank the faculty for always pushing our students to do their best and to achieve great things, and I want to thank the staff for their great work in keeping us organized and keeping the grounds and building in supreme condition. I want to thank the students for making sure that everyone knows that "*We are Innovation!*" And, most important, I want to thank my wife Mary and my daughter Rosey for letting me take time away from our family to attend to IACS affairs.

Theodore Roosevelt said, "Far and away the best prize that life has to offer is the chance to work hard at work worth doing." I can think of nothing finer than to work with all of you on the success of our school. Thank you for this great opportunity.

Sincerely,

John R. Schneider  
Chairman, IACS, 2007-2009

### III. School Mission Statement

#### *Mission*

The mission of the Innovation Academy Charter School is to provide students with a challenging, interdisciplinary education that will prepare them for the 21<sup>st</sup> 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** among 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.

The middle 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 continues 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.<sup>1</sup>

The IACS curriculum, aligned with the Massachusetts Curriculum Framework, 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, as well as skill development.

#### IV. Performance and Plans – Academic Program

##### a. Accountability Plan – Academic Success, Goals 1-8

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

*Measure 1: 90% of students in their third year at the school will perform at the proficient or advanced level on MCAS tests. 100% will pass the test.*

The following tables represent cohorts of students in 7<sup>th</sup> and 8<sup>th</sup> grade during the spring 2008 testing window. In next year's annual report, we will also be able to report on 10<sup>th</sup> grade students who have been with us for at least three years.

*7<sup>th</sup> grade cohort, spring 2008 (59 students in cohort)*

In this cohort 56 % of students scored at the proficient or advanced level and 81% passed the test:

Performance Levels	%	# of students
Advanced	19%	11
Proficient	37%	22
NI	25%	15
Warning	19%	11

*8<sup>th</sup> grade cohort, spring 2008 (53 students in cohort)*

In this cohort, 72% of students scored proficient and advanced and 89% passed the test:

Performance Levels	%	# of students
Advanced	30%	16
Proficient	42%	22
NI	17%	9
Warning	11%	6

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

*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 the test.*

The following tables represent cohorts of students in 7<sup>th</sup> and 8<sup>th</sup> grade during the spring 2008 testing window. In next year's annual report, we will also be able to report on 10<sup>th</sup> grade students who have been with us for at least three years.

*7<sup>th</sup> grade cohort, spring 2008 (58 students in the cohort)*

In this cohort, 80% of students scored proficient or advanced and 98% passed the test:

Performance Levels	%	# of students
Advanced	28%	16
Proficient	52%	30
NI	19%	11
Warning	2%	1

*8<sup>th</sup> grade cohort, spring 2008 (53 students in cohort)*

In this cohort, 98% of students scored proficient or advanced. 100% passed the test:

Performance Levels	%	# of students
Advanced	24%	13
Proficient	74%	39
NI	2%	1
Warning	0%	0

During 2009, Innovation Academy's first group of 10th graders took the MCAS test. Results from this test will become available in Fall of 2009 and will be reported in the 2010 annual report.

**Goal 3: Students at IACS will become clear and effective writers of the English language.**  
*Measure 1: 90% of 7<sup>th</sup> and 8<sup>th</sup> grade students who are 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.*

This goal is not measurable, as the exam is not scored using these designations. The school is revising the accountability plan to address this.

**Goal 4: Students at IACS will demonstrate a mastery of critical knowledge and skills in the area of science**  
*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 the test.*  
Comments/Results:  
 The following tables represents the cohorts of students in 8<sup>th</sup> and 9<sup>th</sup> grade during the spring 2008 testing window.  
*8<sup>th</sup> grade cohort, spring 2008 (53 students in cohort)*  
 In this cohort, 42% of students scored advanced or proficient and 95% passed the test:

Performance Levels	%	# of students
Advanced	8%	4
Proficient	34%	18
NI	53%	28
Warning	5%	3

*9<sup>th</sup> grade cohort, spring 2008(36 students in cohort)*  
 In this cohort, 83% of students scored advanced or proficient and 97% passed the test:

Performance Levels	%	# of students
Advanced	8%	3
Proficient	75%	27
NI	14%	5
Warning	3%	1

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

During the 2008-2009 school year, the DOESE suspended administration of the History and Social Studies MCAS. No students across the Commonwealth were tested. Tests given during the 2007-2008 school year were on a pilot basis. Scores were not reported.

**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**

*Measure 1: 90% of students will demonstrate their grade level mastery of conversational Spanish through their completion of a Spanish portion of their 11<sup>th</sup> grade EOY Presentation of Learning.*

This measure cannot be put in place until the first class of IACS students complete grade 11.

*Measure 2: 75% of students will demonstrate their ability to enter into an Intermediate college level Spanish class by passing a Spanish final exam measuring this ability.*

This measure cannot be put in place until the first class of IACS students complete grade 12.

**Goal 7: 95% of graduating seniors will receive acceptance to a four year college or university. 5% of students will receive acceptance to either a two-year associate's degree program or other post-secondary preparatory education.**

IACS has committed to hiring a full time college counselor for the school year 2009-2010 in order to prepare to meet this goal. The college counselor will use this start up year to build relationships with students and develop a master plan for the college counseling program at IACS. Additionally, the college counselor will work to inform and teach college admissions offices about the IACS program. This goal will be first measured in 2011 with IACS's first graduating class.

**Goal 8: 25% (The highest percentage allowed from a district) of students will achieve at a level on the MCAS that makes them eligible for the Adams scholarship to the state college/university school systems.**

Commentary: This goal cannot be assessed until the school has its first graduating class.

**b. Common School Performance Criteria (CSPC) – Academic Program**

**Curriculum**

All IACS curricula are aligned with the Massachusetts Curriculum frameworks. Curriculum is developed, revised and maintained by teaching staff each school year. At the middle school, curriculum is well established, while at the high school, each year brings the challenge of creating new curriculum, as the school is adding a grade each year. To ensure that teachers have ample time to create and review curriculum, teaching staff work for part of the summer months and are provided planning time during the school day. In line with the IACS core values, all curricula are created with an eye toward developing assignments that are project based and real-world.

Middle School

At IACS, students in the middle school (Grades 5-8) participate in academic classes in Mathematics, English Language Arts, Science, Social Studies, Spanish, Health, Challenge (physical education) and Art. Students participate in Math and English Language Arts skills classes in grade level groupings. Students participate in all of their other academic classes in either 5/6 or 7/8 grade mixed groups. Social Studies and Science are considered project based" classes and the work in these courses is often integrated across disciplines. Systems thinking

concepts and tools are integrated throughout the curriculum, as is an emphasis on the school's outcomes of self-direction, problem solving, effective communication and community membership.

The following table provides a summary of the curriculum in the middle school grades at IACS during the 2008-2009 school year.

<b>IACS Middle School Curriculum Summary 2008-2009</b>		
Curricular Area	Major Projects and Assignments	Textbooks if applicable
Grade 5 Math	Justin's Garden, Cooperstown Bound	Houghton Mifflin 5 <sup>th</sup> Grade Math
Grade 6 Math	Extreme Makeover, Marble Launcher	Middle School Math. Course 1
Grade 7 Math	Graphing Project, Probability Carnival	Middle School Math. Course 2
Grade 8 Math	Mini Me, Measure the Immeasurable	Middle School Math. Course 3 and Algebra 1 McDougal Littell
Grade 5 ELA	Poetry, personal narrative, active reading, literature circles and whole-class reading, spelling and grammar	Various texts
Grade 6 ELA	Drama, personal narrative, persuasive writing, business letters, 5 paragraph essays, literature circles and whole-class reading, spelling and grammar	Various texts
Grade 7 ELA	Personal narrative, research papers, five paragraph essays, active reading	Various texts
Grade 8 ELA	Short story, expository essays, vignette writing, active reading	Various texts
Social Studies 5/6	The Global Action Project, Revolution and Reaction	Various texts
Science 5/6	Environmental Systems, Creative Contraptions	Various texts
Challenge 5/6	Activities include: soccer, softball, team-building games, Frisbee, climbing wall	Various texts
Health 5/6	Second Step, Nutrition and Allergies	Various texts
Art 5/6	Open studio, Digital self-portrait	Various texts
Spanish 5/6	Role plays, games, write a children's book	Various texts
Social Studies 7/8	Rome on Trial, Medieval Life Journal, Temple Project	Various texts
Science 7/8	Global Warming Forum, Chemistry Research Paper	Various texts
Challenge 7/8	Activities include: soccer, softball, team-building games, Frisbee, climbing wall	Various texts
Health 7/8	Second Step, Nutrition and Allergies	Various texts
Art 7/8	Open Studio, Inspirations	Various texts
Spanish 7/8	El Mago de Oz Production, Role-Plays, El Biografia	Ven Conmigo

### High School

At IACS, students in the high school participate in academic classes in Mathematics, English Language Arts, Science, History, Spanish, Health and Art. As at the middle school, the curriculum and teaching practices place a heavy emphasis on project-based, student-centered learning. Moreover, students are expected to reflect upon their work and share it with public audiences. In addition to their academic coursework, students are required to participate in a physical activity at the end of the school day to meet the physical education requirement.

<b>IACS High School Curriculum Summary 2008-2009</b>		
Curricular Area	Major Projects and Assignments	Curricular Documents, Guides and/or Texts
Grade 9 Math	Scale Map of School Campus, 3D prism art project, Presidential Campaign Conditional Statements	Text: <i>Geometry</i> ; McDougal-Littell, teacher selected word problem sets
Grade 10 Math	Presidential Election Voting Analysis, Fibonacci Sequence Project, Bathroom Redesign Scale Map	Text: <i>Algebra II</i> ; McDougal-Littell, teacher selected word problem sets
Grade 9 ELA	Camp Darfur Interactive Exhibit, personal essays, analytical essays, comparative art projects	Texts include: <i>Things Fall Apart</i> , <i>A Midsummer Night's Dream</i> , <i>Night, 1984</i>
Grade 10 ELA	"I am America" poetry project, analytical art & writing, short (2 – 3 pg) weekly compositions, theme-based analysis	Texts include: <i>On the Road</i> , <i>Their Eyes Were Watching God</i> , <i>As I Lay Dying</i> , <i>The Crucible</i>
Grade 9 History	Camp Darfur Interactive Exhibit, Family of Four budget project, Peace Museum exhibit, in-class debates, podcasts	Choices Curriculum (Brown University), and a variety of primary source materials
Grade 10 History	Industrial Revolution Museum Exhibits, podcasts, colonial travel guides	A People's History of the United States (Zinn), and a variety of primary source materials
Grade 9 Engineering	Power Production, Renewal Energy, Hydraulic Systems, Robotics/Computer Programming, Structural Designs and Testing	Text: <i>Engineering the Future</i> (Museum of Science); teacher selected texts
Grade 10 Biology	Cell and DNA Models, Water Quality Testing, Plant/Animal Classification of our local Ecosystem, Nervous/Digestive System Research Papers	Text: <i>Biology</i> , Editor Kenneth Miller
Grade 9 Art	Elements and Principles of Design Project, a culminating artwork in which students applied various design principles to create a unique composition	A variety of texts, videos and art illustrating elements and principles of creating art

Grade 10 Art	-Self Portrait Project, a study of self-portraiture resulting in the creating of a self-portrait - Monuments and Memorials Project, a study of monuments and memorials resulting in the creating of a monument showing the history of the IACS grounds.	-A variety of texts, videos and art featuring self-portrait artists - A variety of texts, videos, art and historians with knowledge of monuments and the history of the IACS grounds.
Grade 9 Spanish	Podcasts, advertisements, various reading and listening assessments	teacher selected texts, videos, magazines, advertisements
Grade 10 Spanish	Podcasts, magazine project, poetry analysis and performance, various reading and listening assessments	teacher selected texts, videos, magazines, and poetry collections
Grade 9 Health	"Owning Up" curriculum, weekly journal entries, writing reflections	"Owning Up" curriculum guide/text
Grade 10 Health	"Owning Up" curriculum, weekly journal entries, writing reflections	"Owning Up" curriculum guide/text
Physical Education	Teams or Physical Activities Offered in 2008-2009: - weekly fitness training classes -weekly yoga classes -boys basketball team -girls basketball team -coed soccer team -weekly physical activity classes (mix of ultimate Frisbee, basketball and flag football)	

### **Instruction**

Instructional practices at IACS vary based on subject area, grade level and student achievement. IACS staff members implement a variety of instructional techniques with the goal of meeting every individual learner “where they are” in order to take them to the next level. The ultimate aim for each student at IACS is to prepare them for success in post-secondary education and beyond. IACS strives to deliver instruction that both prepares students for success on standardized tests, providing them with a strong set of reading, writing and mathematical skills AND to understand how to apply their learning to the real-world beyond the school walls.

#### Middle School

The middle school instructional practices vary from project based to more teacher directed, depending on the subject area and type of class. During skills (math or English language arts) classes, instructional practice tends to be more teacher-centered, allowing for a greater amount of material to be covered and allowing for ample practice of distinct skills associated with reading, writing and mathematics. Skills classes ensure that students are prepared for school learning objectives centered on math and English language arts MCAS tests.

During project classes (Science and Humanities – History/Social Studies), assignments are more typically student-centered and often involve students working in teams or small groups to complete projects. Additionally, it is typical that each individual student completes separate assignments that pertain to the larger project. Student work (both team and individual) is

assessed using rubrics which clearly delineate the curriculum frameworks addressed in the assignment. During these classes, teachers are often facilitators of learning.

Project based classes attend closely to the development of the school's outcomes (self-direction, problem solving, effective communication and community membership), as students are often required to work in teams, present and teach others their ideas and work independently.

The instructional practices in Spanish classes vary according to what is being taught and the ages of the students. Overall, the Spanish program is focused on having students speak Spanish as much as possible. Much role-playing and acting is incorporated into the Spanish program across the 5-8 years. Challenge classes require that students apply their teamwork skills regularly through team building activities and team sports or games. Instruction is a combination of teacher-directed and student driven. The challenge teacher acts as "coach" to students – providing activities and stopping and starting activity to re-direct, reset the tone or teach/demonstrate. Creative Arts classes at the middle school are very student driven and often leave much room for individual student expression. The teacher often acts as facilitator of learning during these classes--providing students with materials and broad license as to how they will achieve the final product goal.

#### High School

Instruction at the high school tends to allow for more student directed activity as a result of the individual student's developmental level and as a result of much of the work done during the middle school years to develop self-directed learners. Instructional practices at the high school also vary based on subject area and grade level and are guided by the school's philosophy/mission of preparing students for the 21<sup>st</sup> Century. Instruction is designed to prepare students with strong academic skills in reading, writing and mathematics along with the ability to apply those skills to the real world. As in the middle school, students participate in art and Spanish classes at the high school level.

In mathematics classes, teachers utilize a variety of instructional practices. Direct instruction is often used when introducing new topics. As students gain competence and confidence with their skills, they are expected to solve and present problems to the class. Every marking period students are assigned teacher generated projects that required them to apply acquired skills.

Science classes across all grade levels emphasize three core values: research, experimentation, and models. Accordingly, the teaching practices used to support these areas require students to be curious and analytical thinkers (research and experimentation) as well as develop creative ways to interpret scientific concepts (models). Students usually collaborate with peers on projects, and specific steps are taken to ensure individual accountability. Presentations of projects are also core teaching practices in science.

English Language Arts classes have a strong analytical focus and use dialogue and composition as key methods of engaging students in analysis. Most English classes have a discussion element, in which students are expected to listen to, challenge, and question each other respectfully. Additionally, students are given regular opportunities to express their ideas in writing. English projects are designed to have both creative and analytical elements, often providing opportunities for students to analyze the text in a more traditional (essay) form as well as opportunities to make text-to-self connections in more creative forms (poetry, art, song, and more).

History classes focus on combining enduring historical (and contemporary world) knowledge with the skills needed to be a strong critical thinker. Students engage in inquiry, research and debate throughout the course of the year. Projects often ask students to find compelling ways to

share their points of view or to teach others about elements of history which they find to be particularly salient. Students are consistently challenged to make connections between themselves, the world and the past.

Spanish classes emphasize real world language acquisition, with an emphasis on speaking and listening. Spanish classes place a strong emphasis on conversation, using the Rassias Method of teaching, in which students regularly participate in oral drills. Students also participate in assessments that involve reading and writing. Classes involve a mix of direct instruction and project-based group work.

Arts classes at the high school have a focus on developing visual media literacy through the creation of artwork using a variety of technologies and traditional art mediums. Students develop understanding of the Elements and Principles of Design and the implementation of these principles through various projects, daily sketchbook assignments and medium investigation; students develop their ideas through the draft, critique, revision and exhibition stages.

## **Program Evaluation**

### Middle School

Assessing our program effectiveness is an ongoing process. School leadership seeks feedback from all stakeholders as well as look at data such as MCAS scores and school-level assessment to make assessments about program effectiveness and to make program changes. One form of regular internal academic data that was used regularly during the 2008-2009 school year was the MPSP testing program. These benchmark tests were administered every 6 weeks or so throughout the school year. Teachers received the data back within 48 hours, and this data was used to make real-time shifts in classroom instruction to address any gaps in student knowledge that the data revealed. Over the course of the year, this data also revealed some more systemic trends in our curriculum. As a result of the identified issues, the Middle School Principal will be spending time over the summer making some adjustments to the 7/8 math scope and sequence and to the Math Enrichment Program.

### High School

Conversations teachers have with supervisors and colleagues consistently revolve around qualitative and quantitative evidence of student learning. Qualitative (“my students won’t present the answers to class,” “their writing lacks detail”) and quantitative (“students only score 35% on questions in the Geometry strand.”) evidence resulted in the implementation of assessment tools and curricular changes over the course of the year.

Teachers often implemented in-class diagnostics assessments in their classes to evaluate skills in ELA, Math, and Science. These assessments were usually derived from MCAS scoring guidelines provided by the DOESE. Other diagnostic sources included questions use of an online math program (Study Island) to help monitor specific progress on specific skills. Our biology courses also utilized SAT Subject Test questions/ diagnostic tests.

Adjustments to instructional practices or curricular planning included: Math courses incorporating more seminar/presentation teaching, the grade 10 Biology course extending its unit on cellular biology, and English/History classes collaborating to develop more extensive units teaching research skills.

## **School Culture**

### Middle School

School Culture at IACS is developed through an ongoing effort to build relationships between teachers and students and an emphasis on the importance of maintaining an emphasis on the school's outcomes of self-direction, problem solving, effective communication and community membership. Through the mixing of students across grades in their project classes, traditional middle school grade-level hierarchies are broken down.

Time is spent in the beginning of each school year setting class norms and expectations and reviewing what consequence students can expect if they do not meet the collaboratively established expectations. Teachers regularly revisit these class norms with their students throughout the school year to ensure that they are a living set of expectations. Our approach to discussing expectation and to giving consequences is closely tied to our school outcomes. Students are also graded on these outcomes in all of their classes.

### High School

At the high school, our advisory program is at the heart of building and maintaining a school culture where teachers know students well and can work to build strong relationships across grade levels, student differences and interests. Students and staff hold the tenets of Safety and Respect in the highest regard and are maintained by relationships between students and staff.

Expectations and rationale of our school mission are set and reinforced in small advisory groups as well as during all school meetings. When Safety and Respect are not maintained in the classroom, teachers issue either verbal warnings or will conference with a student. Should the infraction be extreme or the verbal interventions not heeded by the student, (s)he is referred to the office with an accompanying office referral sheet. For lower level infractions, detentions after school or during lunch are issued. Severe cases such as assault/physical harassment, willful non-compliance or disrespect towards staff, or possession of tobacco/drugs/alcohol are grounds for out of school suspension.

### **Diverse Learners**

IACS maintains a district curriculum accommodation plan (DCAP) that aims to address the needs of all learners whether identified as special education, 504 plan, English Language Learners or not. The school maintains a complement of special education teaching and administrative professionals and a number of consultants to round out our team. Programs for students with disabilities, as well as English Language Learners (ELL) recently received a positive coordinated program review by the Massachusetts Department of Elementary and Secondary Education.

### **Supervision and Evaluation of Teachers**

#### Middle School

All teachers set performance goals with the Middle School Principal at the beginning of the school year. In most cases, these goals are sketched out at the end of the previous year based on the end of year evaluation that the staff member received that year. The goals are the focus of the evaluation process for the school year, and this is what they are set collaboratively. There are also a series of work related behaviors that have been identified as essential to teacher effectiveness. The goals and the work related behaviors provide structure to the feedback that is given throughout the year. Feedback is given informally as needed, and this informal feedback can take the form of emails, notes, or quick conversations. There are also formal channels of feedback and communication. All teachers meet with the Middle School Principal on a monthly basis. Staff members new to the school meet with the principal on a bi-weekly basis. These meetings are a time for the principal to provide support and guidance to staff. Additionally, all staff are formally observed two times a year and new staff are observed formally three times a

year. When a staff member is identified as in need of additional support, more meetings and observations are scheduled as well as other activities that may help them reach their goals and meet the expectations of the work related behaviors. At the midpoint of the year, teachers are given a written mid-year review. They then receive a more lengthy year-end review.

#### High School

The high school employs a joint supervision model in which one principal focuses on Math and Science, while the other principal focuses on the Humanities (History, English, Arts, and Spanish). Under this model, each staff member is under the direct supervision of one of the high school principals. As part of the process of supporting and evaluating teachers, each teacher meets with a principal on a biweekly basis. At these meetings, the teacher and principal discuss curriculum, teaching practices, and professional development among a variety of other topics. Additionally, principals frequently visit classes, making both formal and informal observations and often debriefing with teachers to discuss observations. Principals use observations, teacher self-reflection, conversations, and student and family feedback to help write the annual teacher evaluation.

### **Professional Development**

#### Middle School

As a small school, most of our ongoing professional development is individualized and tied to teachers' goals. We have some whole-school training that takes place each August. The topics of these trainings are determined based on what we are required to cover as well as what we see as our school-wide needs each year. The effectiveness of the professional development activities are evaluated by staff feedback as well as classroom observations and student achievement data.

#### High School

Over the course of the 2008-2009 school year, high school teachers participated in a variety of professional development opportunities. All teachers at the high school participate in peer coaching groups. Under the peer coaching model, teachers conduct at least one 10 minute observation each week. Peer coaching groups meet on a biweekly basis in order help guide and debrief these observations.

At both the middle school and the high school there are several teacher professional development days throughout the school year so they may meet within discipline teams to brainstorm about the challenges and opportunities of their teaching area. Teachers also use these opportunities to share ideas and resources.

In addition to the school-wide professional development opportunities listed above, individual teachers participated in a range of Professional Development activities including teaching TEAMS Academy at UMASS Lowell, the Teaching American History grant (funded by the National Endowment for the Humanities), Math team observations at Phillips Exeter Academy and training towards being certified to teach English Language Learners.

### **V. Performance and Plans -- Faithfulness to the Charter**

- a. Accountability Plan, Faithfulness to charter Goals 9 – 13

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

*Measure 1: 100% of students will apply systems thinking concepts during their yearly high school presentations of learning (POL) and middle school portfolio jury presentations.*

More work needs to be done at integrating systems thinking tools and concepts into the curriculum, particularly at the high school where the curriculum is being developed. At the middle school, many of the projects have been revised to meet changing curriculum standards and to better ensure that students receive the necessary academic skills. The following is a sample of projects that integrate Systems Thinking concepts and philosophy into the curriculum:

- Behavior over time graphs used in ELA classes
- Students creating connection circles to better understand causal relationships in science project classes at both 5/6 and 7/8
- 5/6 students researching non-governmental organizations that work on a variety of systemic issues in countries they were learning about in the Global Action project

*Measure 2: 100% of seniors will complete senior projects, part of which will include a systems analysis of a problem/question.*

This measure will not be reported on until the end of school year 2010-2011.

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

*Measure 1: 100% of high school students will integrate appropriate technology during their yearly Presentation of Learning high school and 100% of middle school students will integrate appropriate technology during their Jury Presentation.*

High School:

All 9<sup>th</sup> and 10<sup>th</sup> grade students met this measure during their 2009 Presentations of Learning.

Middle School:

All 6<sup>th</sup> and 8<sup>th</sup> grade students met this measure during the 2009 jury presentations.

*Measure 2: 100% of high school students will maintain an up-to-date digital portfolio which will include a resume, work samples and reflections on learning.*

We are working toward making sure that all students have completed digital portfolios by the end of their 11<sup>th</sup> grade year.

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

Middle School: All middle students were required to participate in Quality Night three times during the 2008-2009 school year. During these evenings, students presented their academic work to at least two “outside” visitors and received written feedback for their presentations. Leading up to the event, students practiced their presentations and made revisions to their work. Additionally, middle school students in grades 6 and 8 must present their work portfolios during a gateway jury facilitated by the school principal or dean of students.

High School: All high school students were required to complete end of year Presentations of Learning throughout the Spring months. During these presentations, students were required to present the highlights of their learning from the year, going in-depth on at least three particular assignments in front of a crowd of between 10 and 20 members of the immediate and extended community. Additionally the high school held three Exhibition Nights, during which student work was presented and displayed for external and internal audiences.

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

*Measure 1: 100% of students will participate in a physical activity during each season of the school year.*

**Middle School:** All students take Challenge/Health classes three days a week for the entire school year. During the Challenge classes instruction is focused on the school’s four outcomes: Self-direction, Problem Solving, Community Membership and Effective Communication. Students learn and participate in a variety of traditional sports and non-traditional team building activities.

**High School:** All students are required to participate in at least one season of an after school physical activity each school year. This school year, students participated in formal teams or clubs for co-ed soccer, boys and girls basketball, yoga, fitness training and running.

*Measure 2: All students will learn about health, wellness and nutrition.*

The health program is based upon the MA Health Frameworks. Students study about health and wellness issues including bullying, nutrition, sexual education, and drug and alcohol prevention. Additionally, all students at the middle school are provided with a 25 minute supervised mid-day recess period.

**Goal 13: Students at IACS will demonstrate an understanding of the school’s habits of mind.**

*Measure 1 Student assessment information will demonstrate improved student learning of the school’s outcomes.*

All middle school students are assessed quarterly through our assessment documentation on their performance in regards to the four school outcomes along with their academic performance. During 8<sup>th</sup> grade jury portfolios, students were required to make a case for promotion to 9<sup>th</sup> grade based upon their mastery of curricular content and the school’s outcomes.

*Measure 2: High school students will participate in successful internships.*

This measure cannot be assessed until students have completed internships beginning in the 12<sup>th</sup> grade.

b. Common School Performance Criteria – Implementation of Mission, Vision and Educational Philosophy

The IACS, since its inception in 1996 has been a school focused on developing students who are prepared for the 21<sup>st</sup> Century, both with the requisite academic skills and the ability to apply those skills to complex real world challenges. In addition to the current accountability plan, the following table of the school’s original “core values” and current practices provide a strong case that IACS is implementing its Mission, Vision and Educational Philosophy.

Core Values – Summary of Current Activities Aligned with Original Core Values

<i>Innovation Academy Core Values – From Original Charter, Submitted in 1996</i>	
Core Value	IACS Activities
Students should be challenged to approach their maximum potential as social and intellectual individuals.	<i>Through a constant focus on the school’s outcomes of self direction, problem solving, effective communication and community membership along side a rigorous and</i>

	<i>comprehensive academic program, IACS ensures that students at IACS approach their maximum potential as social AND intellectual individuals.</i>
Comprehensive learning is best achieved through hands-on participatory instruction.	<i>Through a variety of project assignments across grade levels that require students to apply their learning to age appropriate real-world scenarios, work in teams and present their understanding of material regularly, IACS ensures that students get as much “hands-on” experience as possible.</i>
Education must constantly adapt to an ever-changing world.	<i>IACS teachers and staff are constantly reviewing curriculum to best meet the demands of the world beyond our school. IACS ensures that student have access to up to date technologies and that teachers are familiar with these technologies.</i>
Education at this level should produce enthusiastic, life-long learners.	<i>IACS teachers develop curriculum that goes “deep” as opposed to covering a breadth of material and there is an effort to connect the assignments to the lives of students, making the work enjoyable. While there is not a specific tool to measure the number of “enthusiastic, life-long learners” developed at IACS, we believe that our emphasis on making learning both challenging and enjoyable contributes to developing life-long learners.</i>
Effective administration of education must include continual reassessment of curriculum, teaching methods and student and teacher performance.	<i>IACS has made numerous revisions to curriculum through the years to improve on what has been done in the past and to meet the changing requirements of the Department of Education. As necessary, IACS teachers and administration have made adjustment in the teaching methods utilized to cover various curricular areas (for example, mathematics instruction has trended toward being more teacher driven, as we’ve seen improved Math MCAS results in this area when classes are delivered as such).</i>
Critical thinking, problem solving and examination of problems through systems analysis are the basic foundations of learning which will carry students into the future.	<i>As indicated in our accountability plan, all students receive training and have the opportunity to apply systems thinking concepts and tools in their academic work.</i>
Community and parental involvement are essential to student success.	<i>IACS has a strong and involved parent community. Parents attend multiple events where students present and share work. Our parent association, the Innovation Academy Community Association (IACA), plans and provides financial support for a number of community activities.</i>
Anything worth doing is worth doing well.	<i>Students at IACS learn the value of the revision process through maintaining portfolios from grade to grade. Ultimately, students learn that doing things well often means multiple revisions and improvement over time.</i>
Social and Emotional Development at this age level are as important as academic development.	<i>IACS maintains a small school feel currently with of only 300 middle school students and 100 high school students (next year we’ll expand to 400 and 150, respectively) and keeps class sizes at or below 25-27 students. In so doing, students receive adequate individualized attention to support their social and emotional development. IACS maintains a high standard of behavior across the school, discouraging bullying and other more typical behaviors, creating a safe environment for all students. Students at the middle school are grouped in “family” home base” classes and participate in team building activities on a regular basis. Additionally, students at the middle school take some classes in mixed aged groupings to decrease the likelihood of class hierarchies. All students at the high school meet on a weekly basis in small group advisories. These small groups provide “family” like support within the school for the members and ensure that all students are known well by at least one adult.</i>

### Strategic Plan

During the calendar year of 2007 the IACS community gathered to develop a strategic plan for the future of the school. Over 30 community members, including teachers, administrators, parents, students and board members gathered to participate in a multi-day process to develop the plan. The strategic planning process allowed members of the IACS community to take stock in what we've accomplished and to set a clear path for the school's focus in the coming years. The following table summarizes the goals established through this process and the current work toward the goals.

<b>IACS 2007 Summary of Strategic Plan Goals and Progress</b>		
<i>Goal</i>	<i>Key Points</i>	<i>Progress</i>
Academic Program	<ul style="list-style-type: none"> <li>- Review Math program</li> <li>- Explore expansion of arts to include Music and Drama</li> <li>- Increase extra-curricular options</li> </ul>	<p><i>IACS staff at the middle school have been re-tooling the math program which has shown consistent gains on MCAS scores. The school is currently working to raise funds to support arts expansion. The school has been successful at implementing a small scale drama program at the high school and, with the help of the school's community association a choir. Extra-curricular options have expanded largely as a result of the high school expansion.</i></p>
Widespread Community Connection	<ul style="list-style-type: none"> <li>- Address student body diversity</li> <li>- Review staff recruitment strategies</li> <li>- Develop dissemination "wing" of administration</li> <li>- Explore possibility of adding K-4</li> </ul>	<p><i>IACS became a regional school, thereby "leveling" the admissions process for our major communities prior to the 2007-2008 school year.</i></p>
Physical Plant – Short Term	<ul style="list-style-type: none"> <li>- Secure facility for school for short term (3-5 years)</li> <li>- Develop Master Plan for facilities/school site</li> <li>- Develop "green" thinking strategies for short term</li> </ul>	<p><i>IACS moved both its middle school and high school to one campus at the beginning of the 2008-2009 school year.</i></p>
Physical Plant – Long Term	<ul style="list-style-type: none"> <li>- Research trends in "green" school buildings</li> <li>- Determine needed long term space/develop plan</li> </ul>	<p><i>A board committee has been formed to begin work on a master plan for the property. An energy consultant was hired to explore ways that the school can become a greener and more efficient organization. Within the student body, two separate "green team" clubs have formed and have provided multiple suggestions to the administration and board of trustees about becoming a greener school.</i></p>
Financial Plan	<ul style="list-style-type: none"> <li>- Create board committee aimed at development/fundraising</li> <li>- Develop/implement plan for capital campaign</li> <li>- Research/plan for endowment</li> <li>- Set goals and develop strategies for yearly fundraising from immediate community, including all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- <i>A board committee for development was established this year.</i></li> <li>- <i>An Annual Fund drive drew support from more than 60% of families enrolled.</i></li> </ul>

**VI. Performance and Plans – Organizational Viability**

a. Accountability Plan Goals, Organizational Viability Goals 14 -19

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

*Measure 1: Parent survey results will demonstrate that 95% of parents agree or strongly agree that the school is meeting its goals as defined in the survey.*

Parent satisfaction, as measured by our annual parent survey, continues to be very strong at IACS. 59 Middle School families responded to the survey. 16 High School families responded to the survey. The following is a summary of the parent surveys:

Middle School

**90%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities to become self-directed learners, compared to **91% last year**.

**96%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities to become effective communicators compared to **88% last year**.

**94%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities as problem solvers, compared to **92% last year**.

**96%** of respondents agreed or strongly agreed that the school was successfully developing students’ understanding of what it means to be a community member, compared to **94% last year**.

High School

**100%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities to become self-directed learners, compared to **88% last year**.

**91%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities to become effective communicators, compared to **88% last year**.

**82%** of respondents agreed or strongly agreed that the school was successfully developing students’ abilities as problem solvers, compared to **88% last year**.

**64%** of respondents agreed or strongly agreed that the school was successfully developing students’ understanding of what it means to be a community member, compared to **82% last year**.

**School Mission**

At the middle school, **98%** of respondents agreed or strongly agreed that the school is fulfilling its mission. At the high school, **82%** 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 (Last year / This year):

<b>Subject</b>	<b>Linn Murdoch Middle School</b>	<b>Innovation Academy High School</b>
Math	87% / 92%	94% / 80%
English Language Arts	93% / 92%	94% / 80%
Humanities/History	97% / 89%	88% / 80%
Science	97% / 92%	100% / 70%
Spanish	89% / 72%	94% / 70%
Art	83% / 81%	88% / 80%
Health	90% / 81%	NA
Challenge	65% / 43%	NA

**School Climate**

*Student Behavior* – **91% (82% last year)** of respondents at the Middle School and **70% (88% last year)** at the High School agreed or strongly agreed that student behavior was consistently, fairly and appropriately managed in the school.

*Teacher/Staff availability* – **96% (99% last year)** of respondents at the Middle School and **100% (100% last year)** at the High School 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* – **98% (99% last year)** of respondents at the Middle School and **80% (100% last year)** at the High School agreed or strongly agreed that IACS is a physically and emotionally safe school.

*Recommend IACS to others* – **100% (97% last year)** of respondents at the Middle School and **90% (100% last year)** at the High School would recommend IACS to others.

**Goal 15: IACS will maintain an enrollment that meets or exceeds budget projections.**  
 Last year’s budget called for 450 students, the school had just under 400 students.

**Goal 16: IACS will receive a positive financial audit report each year.**  
*Measure 1: The audit report will show no significant material findings.*  
 Last year’s (2007-2008) audit report showed no significant material findings.

**Goal 17: IACS will budget for and maintain a surplus of 5% each year and the end of the year financial statements will reflect this.**  
 Based on our year end unaudited financial statements, the school anticipates a surplus of around 3% for FY 2009.

**Goal 18: The IACS board of trustees will maintain a strategic plan that ensures an organizational focus on the long-term goals of the school.**  
 The IACS board has maintained the strategic plan and held a planning/strategy workshop on June 6 in order to focus the board on addressing key strategic areas on the year to come.

**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 board of trustees set a fundraising goal of \$200,000 for the 2008-2009 school year. While the school did not meet this goal (the school raised just over \$100,000), much work was done to set up the infrastructure for future fundraising. Additionally, the school saw a tremendous amount of support, percentage-wise, from families: over 50% of families made a gift to the school’s annual fund for the school year 2008-2009.

**b. Common School Performance Criteria – Organizational Viability**

**Policy Decisions**

The IACS board of trustees made no major policy decisions during the 2009-2010 school year. The board of trustees established three new committees: Land and Facility Planning, Strategic Partnerships/Futures Council and the School Program and Policy Committee.

**Amendments to the Charter**

There were no major or minor amendments to the charter proposed by the board of trustees during the 2008-2009 school year.

**Complaints**

A complaint filed in May 2009, alleging that the school was out of compliance with an individual student’s 504 Plan, was investigated by the Department of Elementary and Secondary Education

(DOESE). In July of 2009, the DOESE ruled that the school was “in compliance with the goals of the 504 plan” and “that no violation of education law, regulation or policy” had occurred.

### **Oversight**

The board of trustees is in the process of completing their review of the Executive Director. In completing the review, parent and staff surveys are taken into consideration and the director’s performance relative to pre-determined goals are assessed.

### **Board Planning**

The board of trustees, working with the Executive Director, established a task force focused on development and fundraising. The task force included staff, current families and members of the board. The task force made recommendations to the school’s development committee, board and Executive Director. Additionally, the board of trustees held a day-long planning and strategy workshop on Saturday, June 6. During this session, three new committees were established and the board received training on what it means to be a charter school board member. The board set its yearlong schedule and received an overview of the Department of Education’s Charter School Governance Guide.

### **Financial Oversight**

*Budgeting process:* The Executive Director (ED) and the Chief Financial Officer (CFO) developed the first draft of the school’s budget with ongoing input from school principals in regards to staffing and materials needs. Once a draft was completed, the ED and the CFO presented the budget to the board of trustees’ finance committee. The finance committee reviewed the budget, asked questions and made clarifications and worked with the ED and CFO to make any necessary changes. The ED presented the budget to the board of trustees in May, reviewing the differences between the current fiscal year and the next, explaining the anticipated fiscal challenges. Members of the board of trustees were asked to make comments, suggestions and/or provide feedback. The Board of Trustees then approved the budget for 2009-2010. The approved budget is included in this annual report.

## **VII. Dissemination**

Through the New Teacher’s Collaborative teacher training program, the school has trained over 10 teachers in the school’s instructional and curricular practices to teach in public schools over the past five years. One Innovation Academy teacher participated in UMASS Lowell’s TEAMS Academy, sharing her talent of teaching project based learning with public school students from a number of communities and with colleagues at the University. In the coming year, IACS will send a small cohort of teachers to present curricular practices at the Coalition of Essential Schools Fall Forum in New Orleans, LA.

**VIII. Financial Reports**

- a. Fiscal Year Statement of Revenues, Expenses and Changes in Net Assets  
(Income Statement)

INNOVATION ACADEMY CHARTER SCHOOL

STATEMENT OF RECEIPTS AND EXPENDITURES  
FISCAL YEAR ENDING JUNE 30,  
2009

**RECEIPTS**

TUITION	\$	3,736,305
STATE AND FEDERAL GRANTS		95,510
PROPERTY RENTAL		68,571
DONATIONS & FUNDRAISING		72,982
LUNCH PROGRAM		24,019
OTHER INCOME		<u>58,893</u>

TOTAL REVENUE 4,056,280

**EXPENDITURES**

SALARIES	2,336,876
BENEFITS & PAYROLL TAXES	339,809
OCCUPANCY COSTS	222,332
PROFESSIONAL SERVICES	28,082
DEPRECIATION	214,980
INSURANCE	42,285
PROGRAM EXPENSES	142,452
INTEREST EXPENSE	368,422
GRANT EXPENDITURES	96,941
OTHER EXPENSES	<u>150,892</u>

TOTAL EXPENDITURES 3,943,071

EXCESS OR REVENUE OVER  
EXPENDITURES \$ 113,209

b. Fiscal Year 2009 Statement of Net Assets (Balance Sheet)

**INNOVATION ACADEMY CHARTER SCHOOL**

**BALANCE SHEET**

June 30, 2009

**ASSETS**

**Current Assets**

Cash	\$	569,416
Prepaid Insurance		10,316
Other Assets		<u>20,398</u>
Total Current Assets		<u>600,130</u>

**Plant & Equipment**

Land and Buildings		7,206,441
Equipment and Furniture		364,599
Less Accumulated Depreciation		<u>(354,889)</u>
Total Plant & Equipment		<u>7,216,151</u>

**Other Assets**

Bond Reserve Fund		405,488
Sewer Fund		105,000
Linn Murdoch Fund		<u>24,379</u>
Total Assets	\$	8,351,148

**LIABILITITES**

**Current Liabilities**

Accounts Payables	\$	16,377
Salaries Payable	\$	132,112
Unearned Revenue		40,007
Other Payables		29,517
Sewer Escrow Fund		<u>105,000</u>
Total Current Liabilities		323,013

**Other Liabilities**

Bond Payable		<u>7,365,449</u>
Total Liabilities		7,688,462

Total Net Assets		<u>662,686</u>
Total Liabilities and Net Assets	\$	8,351,148

c. Fiscal Year 2010 Approved School Budget

**REVENUE**

STATE TUITION : est. \$9,000 per students w/ 540 students	\$ 4,860,000
<b>OTHER RECEIPTS</b>	
SPECIAL EDUCATION GRANT (includes ARRA)	125,000
DONATIONS & GRANTS	90,000
Other rental income	10,000
AFTER SCHOOL PROGRAM	<u>5,000</u>
TOTAL REVENUE	<u>\$ 5,090,000</u>

**EXPENSES**

**PERSONNEL COSTS**

SALARIES (Includes substitute teacher expense)	2,896,000
TOTAL STAFF SALARIES	<u>2,896,000</u>

**BENEFITS**

SOCIAL SECURITY TAX (6.2%)/ MEDICARE TAX (1.45%)	76,000
OTHER PAYROLL TAXES	60,000
HEALTH/ DENTAL INSURANCE	292,000
LIFE & DISABILITY INSURANCES/ WORKERS COMP.	48,000
TOTAL BENEFITS	476,000
TOTAL PERSONNEL COSTS	3,372,000

**FACILITIES**

MORTGAGE INTEREST	388,000
INTEREST ON SEWER NOTE	15,000
BUILDING INSURANCE	32,000

**MAINTENANCE**

SNOW PLOWING	10,000
OUTSIDE/INSIDE MAINTENANCE	115,000
RUBBISH REMOVAL	9,000
SUPPLIES	18,000
<b>BUILDING UTILITIES &amp; SERVICES</b>	
HEATING – GAS – ELECTRICITY - WATER	194,000
DEPRECIATION - BUILDING	140,000
TRUCK EXPENSES	6,000
MISCELLANEOUS	<u>12,000</u>
TOTAL FACILITIES COSTS	<u>939,000</u>

**ACADEMIC COSTS OTHER THAN PAYROLL**

TEXTBOOKS & OTHER BOOKS	36,000
TEACHING SUPPLIES & FEES	33,000
ACADEMIC OFFICE SUPPLIES	12,000
DEPRECIATION - COMPUTERS	80,000
DEPRECIATION - OTHER ASSETS	40,000
ACTIVITIES & SUPPLIES	18,000
FIELD TRIPS	1,000
LIBRARY EXPENSES	1,000

MISCELLANEOUS PROGRAM	6,000
<u>SPECIAL EDUCATION</u>	
PROF/LEGAL SERVICES	121,000
STAFF TRAINING	3,000
SPECIAL EDUCATION - OTHER	<u>6,000</u>
TOTAL ACADEMIC COSTS - OTHER	357,000
<u>OPERATING COSTS</u>	
ADVERTISING PERSONNEL	4,000
AUDIT & ACCOUNTING	14,000
BOARD EXPENSES	500
BANK CHARGES	1,000
COPIER LEASE	28,000
DUES & SUBSCRIPTIONS	10,000
FOOD SERVICES - NET	10,000
INSURANCE	21,000
<u>INTEREST</u>	
LINE OF CREDIT	4,000
OTHER INTEREST	300
LEGAL	6,000
MARKETING / DEVELOPMENT	6,000
FUNDRAISING EXPENSES	3,000
STUDENT RECRUITMENT	18,000
PAYROLL SERVICES	6,000
POSTAGE	7,200
ADMIN STAFF TRAINING	3,000
<u>TECHNOLOGY</u>	
TECH & SOFTWARE SUPPORT	12,000
TECH CONSULTING	38,000
TECHNOLOGY SUPPLIES	17,000
SOFTWARE FEES & EXPENSES	8,000
SOFTWARE AMORTIZATION	6,000
TELEPHONE	10,000
TRAVEL & LODGING	1,000
MISCELLANEOUS	<u>6,000</u>
TOTAL OPERATING COSTS	<u>240,000</u>
TOTAL EXPENSES EXCLUDING	
CAPITAL EXPENDITURES	4,908,000
NET SURPLUS (DEFICITS)	
FROM OPERATIONS	\$ 182,000

## IX. Data Section

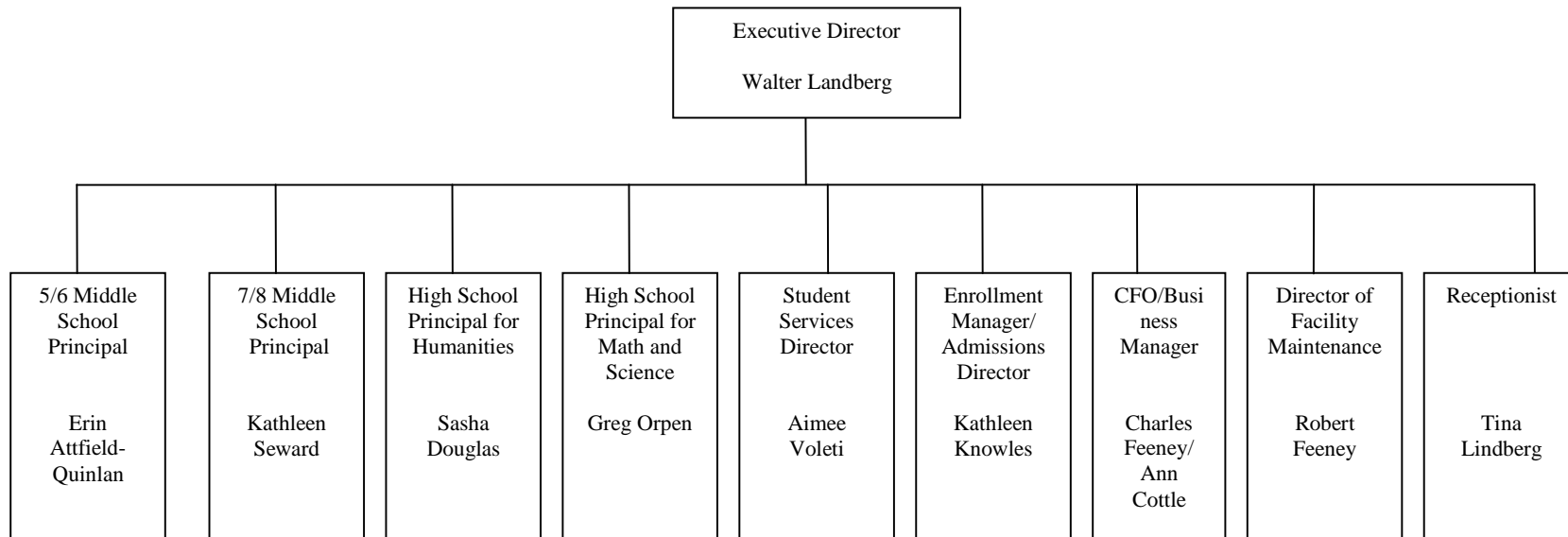
<b>Instructional Time</b>	
Total number of instructional days for the 2008-09 school year:	180 days
First and last day of the 2008-09 school year:	9/3/08 – 6/26/09
Length of school day (please note if schedule varies throughout the week or the year):	8 am to 3 pm

<b>Student Enrollment Information</b>	
Number of students who completed the 2007-08 school year but did not re-enroll for the 2008-09 school year (excluding graduates):	43
Total number of students enrolled as of October 1, 2008:	396
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	10
Total number of students who left during the 2008-09 school year, after October 1, 2008:	23
Total number of students enrolled as of the June 2009 SIMS submission:	383
Number of students who graduated at the end of the 2008-09 school year:	0

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2009 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	5	1.3%
Asian	11	2.9%
Hispanic	10	2.6%
Native American	2	.5%
White	343	90%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	12	3%
Special Education	84	22%
Limited English Proficient	2	.5%
Low Income	23	6%

<b>ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Erin Attfield-Quinlan, Middle School Dean of Students	Manages student behavior and school culture. Shares some supervision of middle school staff with middle school principal	8/2002 (at school) 8/2003 (in administrative role)	
Sasha Douglas, High School Associate Principal	Oversees high school program with a focus on Humanities curriculum and staff	8/2001 (at school) 7/2008 (in current role)	
Neal Elliot, Student Services Director	Oversees special education program at the school	8/2008	11/2008
Walter Landberg, Executive Director	Oversees overall operation of all aspects of school.	4/2000 (at school) 7/2001 (in current role)	

Greg Orpen, High School Associate Principal	Oversees high school program with a focus on Math, Science, Technology and Engineering curriculum and staff.	8/2000 (at school) 7/2007 (in current role)	
Kathleen Seward, Middle School Principal	Oversees middle school program.	8/2002 (at school) 8/2005 (in current role)	
Aimee Voleti, Student Services Director	Oversees special education program at the school	8/2004 (at school) 5/2009 (in current role)	



Additional Part-time roles include the following:  
 Chief Financial Officer, Charles Feeney  
 Lunch Administrator, Karen Drake  
 Business Office Assistant, Sara Ogden  
 Student Services Office Assistant, Mary Pat Beatty

<b>TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR</b>			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	39	2	2
Other Staff	22	2	0

<b>Summary of Reasons for departure:</b>		
Reason	Non-renewal of employment	Personal
# of employees	3	3

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Terms
John Schneider	Chair	Finance, Strategic Partnerships	Chairperson of non-profit/Parent	One term served 4 year term 9/2006-6/2010
Ellen DiPasquale	Vice Chair	Director Review	Human Resources/Parent	Two terms served 3 year terms 6/2005-6/2011
Matthew Bush	Clerk	Facility Planning	Technology/ Parent	One term served 5/2008-6/2009
Timothy Bugler	Trustee	Finance	Financial	Two terms served 3 year terms 6/2005-6/2011
Jennifer Armini	Trustee	Strategic Partnerships	Political consultant/writer	One term 2 year term 8/2008-6/2010
Kenley Freeman	Trustee	Facility Planning	Management/ parent	Two terms served 3 year terms 6/2004-6/2010
Sheryl Jendrock	Trustee	Program and Policy	Healthcare Industry/ parent	Two terms served 3 year terms 6/2004-6/2010
Jennifer McDonald	Trustee	None	Fundraising Professional/parent	One term served 3 year term 5/2008-6/2011
Colleen Meaney	Trustee	Program and Policy	K-12 Education, School leadership	Two terms served 3 year terms 6/2003-6/2009
Linda Willis	Trustee	Program and Policy	K-12 Education, teacher professional development/ parent	One term served 3 year term 6/2008-6/2011
Trang Nguyen	Trustee	n/a	Attorney	One term served 6/2008-6/2009
Ruth Anne Heselbarth*	Trustee	Program and Policy	Government Regulation/Finance/Parent	One term served
Alex Knight*	Trustee	Development	Corporate Education/Marketing/Sales	One term served
Douglas Snow*	Trustee	Finance	Finance/ Post-secondary Educator	One term served

